

Accommodations

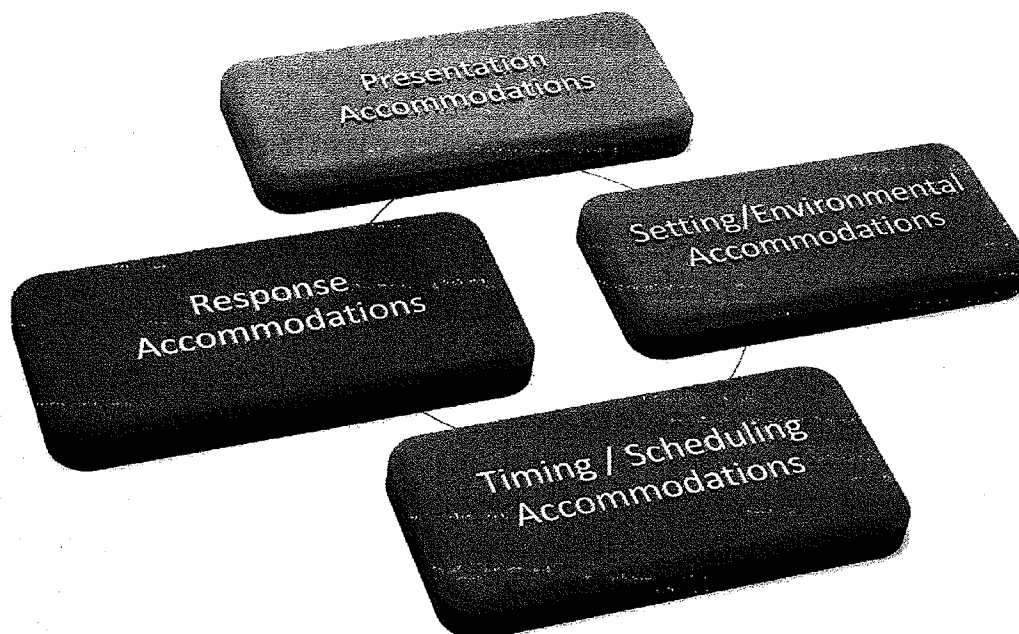
- Accommodations are changes in how a student accesses information and demonstrates learning.
- Accommodations are used in classroom instruction & assessment.
- Accommodations do not substantially change the content, instructional level or performance
- Accommodations provide for equal opportunity (*level the playing field*)
- Examples: Braille version of materials, read or sign directions, allow extended time

Modifications

- Modifications are changes in what a student is expected to learn and/or demonstrate
- Modifications do alter the content or lower the standards or expectations
- Allow meaningful participation and enhanced learning experiences (Instead of just leveling the playing field, it changes the game.)
- Examples: limit concepts involved in math problems; provide student with key points from text; allow student to view video based on literary work

Description of Accommodations Categories

Accommodations are commonly categorized in four ways:



Presentation Accommodations— Are changes to the way in which instructional or test content is presented to a student. These alternate modes of presentation include font size, sign language, picture symbols etc.

Response Accommodations— Are methods a student uses to provide responses to instructional activities or assessment tasks. Examples of response include producing text either orally to a scribe or using speech-to-text software

Setting and Environmental Accommodations—Are changes to the location in which an assignment or assessment is given, or the environmental conditions the student needs. Some examples may include the location where a student, sensory tools, ear plugs etc.

Timing and Scheduling Accommodations—Are changes in the allowable amount of time or the time of day instruction or assessments are given. These types of accommodations may include extended time or providing key instruction to students in the morning.

For examples of commonly used accommodations please see Section 3 of this manual.

Modifications and Interventions

While accommodations provide students with access to the content and the opportunity to answer questions on an assessment, modifications and interventions may be also be beneficial to students in the classroom.

Modifications

Modifications are changes or a reduction of the learning or assessment expectations. Some examples of modifications include:

- requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems);
- reducing assignments and assessments so a student only needs to complete the easiest problems or items;
- providing the student with hints or clues to scaffold to the correct answer on an assignments and tests.

Educators should understand that providing modifications to content during classroom instruction and/or classroom assessments may have the unintended consequence of reducing a student's opportunity to learn critical content. Providing a student with a modification during an assessment changes what skills are being measured.

Accommodations versus Modifications Chart

Accommodations	Modifications
Provide students with the same learning expectations	Reduce learning expectations by decreasing what the student is expected to learn
Ensure that students are able to learn and be measured on the same construct as other students	Change or substitute constructs
Provides students with meaningful assessment score	Reduce the ability to use scores as reliable measures of student skill in the construct
Provide, by design, equity, and to reduce or eliminate the effect of the student's disability within instruction or on assessments	Make it "easier" for the student to complete a learning activity or assessment , not necessarily to show all he or she knows or can do

Interventions

- Interventions are provided as supplemental instruction that addresses specific skills or concepts
- Interventions are directly linked to screening, diagnostic, and/or progress monitoring types of assessments
- Interventions should be research/evidence-based, systematic and explicit
- Interventions will vary according to need and response, for example, increasing the time, reducing the group size (increasing intensity), and narrowing the focus
- Interventions may be provided within or outside of the general education setting and by persons in various roles

Accommodations are NOT interventions:

- NOT shortened assignment
- NOT allowing more time
- NOT moving a student's seat

Retention is NOT an intervention

Additional Classroom Intervention Ideas

ATTENTION INTERVENTIONS

- Provide preferential seating (away from distraction, close to teacher).
- Stand directly in front of the student when delivering information.
- Confirm attention (e.g., make eye contact, hands free of materials, etc.) before delivering directions, instructions, or explanations.
- Maintain visibility to and from the student at all times in order to ensure he/she is attending.
- Stop at various points when delivering directions in order to ensure that the student is attending.
- Have the student verbally repeat information he/she hears.
- Have a peer provide the student with the information he/she does not hear.
- Reduce visual distractions in the classroom.
- Look directly at a student and place hand on student's shoulder when giving directions.
- Provide time suggestions for each task.
- Give shorter tests or quizzes, but more frequently.

BEHAVIOR INTERVENTIONS

- Provide individualized rules for student as needed.
- Provide peer tutors.
- Provide for a variety of activities during the class period.
- Reduce visual distractions in classroom.
- Provide preferential seating (away from distraction, close to teacher).
- Keep extra classroom supplies on hand.
- Teach student appropriate hand signals which are used to tell students when and when not to talk.
- Make sure student is called on when it is appropriate.
- Provide a reward valued by student.
- Provide quiet alternatives for a short time.
- Provide a timer for short periods of work.
- Alert students several minutes before a transition to a new activity; give several reminders.
- Provide additional time to complete a task.
- Have a sample organized page laminated for student to keep on desk.
- Do not postpone reinforcement/grades (he/she has a basically impulsive nature (it is difficult to wait)).
- Write a behavior contract which is signed by teacher, parent, and student.
- Post 3-5 clearly and positively stated rules.
- Teach expected student behaviors directly.
- Reward expected behaviors regularly.
- Define problem behaviors clearly.
- Define consequences for problem behaviors clearly.
- Involve a behavior support team.
- Inform parents of expected behaviors and consequences.
- Match instruction and curriculum materials to student ability.

CROSS-CURRICULAR INTERVENTIONS

- Provide a peer tutor.
- Give shorter tests or quizzes, but more frequently.
- Have tests or quizzes read to the student.
- Have the student answer tests or quizzes daily.
- Have tests or quizzes tape-recorded and allow the student to listen to questions as often as necessary.
- Provide parent with information on test or quiz content.
- Reduce visual distractions in the classroom.
- Provide additional time to complete a task.
- Have a sample organized page laminated for student to keep on his/her desk; include heading, date, name, columns, sample paragraph form, etc.